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AUTHOR Shuford, David F.
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ABSTRACT

The writer feels that current campus unrest can be alleviated if the role of student, faculty, and administrator is clearly defined. He feels the administrator must clarify the beliefs that direct his decisions, consider alternate beliefs and their possible effects on his decisions, and unify his total belief structure by considering the effects of his behavior. His position must be clear to faculty and students so that all may agree on goals. A modern administrator, more facilitator than authoritarian must follow the advice of his staff and constituency in setting up democratic, jointly-developed policies, rules, and procedures. Their combined influence will help the institution find its own identity, decide its role in the total educational effort, choose the quality and variety of its programs, and determine the activities to be augmented, curtailed, or discarded. It will thus decide its own direction, free from external constraints. A sound management information system will permit better long-range planning, avoid most emergencies, and allow regular review for instructional improvement. Faculty, students, and administrators must all agree on the planning process and purpose, professionally recognized and encouraged, to soften resistance to the drastic changes that will follow. Several suggestions are given for minimizing irrational responses to change. If the junior college is to help man fashion a creative environment, all must be involved in making the learning process successful. (HH)

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A POSITION PAPER FOR THE JUNIOR COLLEGE ADMINISTRATOR

BY

DAVID F. SHUFORD

American Council on Education
Academic Administration Intern
Miami-Dade Junior College
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A POSITION PAPER FOR THE JUNIOR COLLEGE ADMINISTRATOR

I. INTRODUCTION.

The junior college has become a very important level of higher education in the United States. The acceleration of the movement has presented many problems for the professional staff members of these institutions. Mr. Roger H. Garrison referred to many of these problems in his publication, Junior College Faculty: Issues and Problems.[1] The main theme of the book accentuates the need for professionalism within the organization of junior colleges.

In an effort to develop professional identity for the instructional staffs of junior colleges, many helpful articles and publications, which provide insight about the job to be done, are appearing. To assist in the dissemination of pertinent information, a clearing house at UCLA has been established to collect and distribute research reports, publications, and articles about the junior college. The American Association of Junior Colleges has also provided various types of publications for the many readers who are interested in developing the junior college into a professional level of higher education.

With the numerous publications, there still remains a need for more ideas to be presented about the junior college instructional program.

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[1]Roger H. Garrison, Junior College Faculty: Issues and Problems, (Washington: American Association of Junior Colleges, 1967), p. 76.

With the chaotic conditions that are existing on college campuses today, there seems to be a diffusion of power. Even though the majority of junior college campuses have not felt the sting of disruption as much as four year institutions, they feel the influence.

It is the contention of the writer that campus unrest can be alleviated if the role of students, faculty, and administrators is clearly identified. If this can be done and if, then, these forces can be united in a total approach to learning, the results will be more satisfactory.

The specific purposes of this document are to look at the junior college from the adminstrator's vantage point, and to discuss what this two year institution is what should be changed about it, and how change can be effected.

Even though the coverage in this paper is broad, it seems relevant to develop an administrator's position. This could be a progressive action in providing for a functional campus. The approach does not deal directly with the philosophy of the junior college educational administrator. It must be pointed out, however, that an administrator must have a philosophy which guides him in his total look at the campus. The philosophical process should include the imperative that the administrator:

1. Clarify the beliefs that direct his decisive acts,

2. Consider alternative beliefs and their possible effects on the action taken, and

3. Seek unity and comprehensiveness of his total belief structure or pattern through consideration of the effects of his behavior.[1]

To the degree that this paper develops the position of the administrator, it could be very valuable for faculty and students. Too often it appears that there is not enough understanding of what the administrator believes about the operation of the institution. This may lead to different groups going in different directions.

Since the administrator must provide leadership, his point of view should first be examined. Definitely, he now works in a different context from that of previous times. No longer can he assume an authoritarian posture if innovations are to be prevalent of his campus. Rather, the contemporary academic administrator takes on the characteristics of a facilitator. The style of his actions will set the tone for the total campus.

The administrator must seek and review the advice of his staff and constituency. Basically, his job is seeing that the implementation of democratic, jointly developed policies, regulations, and procedures occurs. As for feeling he is the final authority, he must remember that he largely must reflect the wishes of the society, which is the final authority.

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[1]Orin B. Graff and others, Philosophic Theory and Practice in Educational Administration, (Belmont: Wadsworth Publishing Company, Inc., 1966), pp. III-IV.

The junior college educational program involves many facets; it appears to the writer that some of the most critical are discussed in this paper. If students, faculty and administrators have a better understanding of various ideas discussed, there might be a more unified professional approach toward junior college instruction.

II. NATURE AND AIMS OF THE JUNIOR COLLEGE

Even though the junior college stems from the days of Henry Tappan and Williams Rainy Harper, the real impetus for this particular level of higher education has occurred in the past ten to fifteen years. No longer is the junior college limited to providing the first two years of a baccalaureate program, but it now has added many other programs which immediately prepare men and women for positions in business and industry, government, social service, and different areas essential to the development of the nation. This two-year institution is now beginning to mean many things to many people.[1]

Evidently, the acceptance of such a diversified approach to education has been governed by a change in the social philosophy of the American people. Dr. Peter Masiko developed, in the 1968 Spring Educational Record, some assumptions which underlie today's philosophy.

1. The American Society is an open society in which a person can aspire to and have some reasonable hope of achieving upward social mobility.
2. Education is an instrument of social mobility.
3. Increased education and training are a primary means of obtaining increased security and/or affluence.

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[1]American Association of Junior Colleges, An Introduction to American Junior Colleges, (Washington: American Council on Education, 1967), pp. 3-4.

4. Human capital is a prime resource in the technological society, and education is the chief means of developing and conserving this human capital.
5. The choice of an individual's vocation is the individual's choice.
6. The basic component of a democratic society is the citizen. The talents and abilities of this citizen should be developed as fully as possible regardless of what these talents and abilities may be relative to those of other citizens.[1]

The community junior college evolved from the new needs generated by social assumptions. The role of the college has changed and will continue to do so in order to meet society's changing requirements.[2]

The radical changes are represented by the "open door" policy, the low cost, and the geographical positioning of junior colleges near the homes of the population which attend. Thus, where, formerly, higher education was the province of the few, the junior college now makes it available to a much broader spectrum of high school graduates and other persons, including those without high school diplomas.[3] With an "open door" policy, which eliminates grades or test scores as entrance requirements, students who have not been successful in high school can now enjoy additional schooling.

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[1]Peter Masiko, Jr., "A Rebuttal to W. B. Devall's 'Community Colleges: A Dissenting View,'" Educational Record, Vol. 49, No. 2 (Washington: American Council on Education, 1968), p. 176.

[2]Roger H. Garrison, Teaching in a Junior College, A Brief Professional Orientation, (Washington: American Association of Junior Colleges, 1968), p. 5.

[3]Philip M. Hauser, "Social Change and the Junior College," Selected Papers, (Washington: American Association of Junior Colleges, February 27-March 3, 1967), pp. 8-11.

Students who have had trouble elsewhere in the higher educational process can be given a second opportunity for success. Because of low cost and geographical proximity, students who could not otherwise afford the cost of post high school education may now attend a junior college; and the undecided, who don't know whether they want college or not, or if they want college, don't know what their career goal is, can afford to explore at the two year college. The radical change is also reflected in the curricula. The junior college offers a wide range of programs so that some students who do not wish a full four-year program can be prepared, immediately, and others can enroll in a university parallel program and transfer to a four year college.

Probably, the most important change from traditional higher education to be seen in the junior college is the emphasis given to instruction. The junior college faculty member does not find himself in the "publish or perish" syndrome, but rather, he finds himself in a position to dedicate his efforts completely to teaching. A combination of strong teaching and rapport with students seems to be an important combination if students are to be successful citizens.[1]

Besides providing for technical and college parallel programs, in accord with the changing requirements of society, the college provides many other community services, such as the opportunity for informal adult education, developmental programs to help meet the

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[1]Roul Tunley, "Junior Colleges: . . .A Second Chance," Seventeen, (October, 1968), pp. 148-149, 160, 162 and 164.

challenge of increased leisure, and short term seminars and workshops to aid business and professional groups. It will continue in these areas and will take on new or additional functions. These functions may include:

1. The development of curricula and programs for producing a variety of paraprofessional personnel in an ever increasing number of fields-- engineering, education, science, the medical services. This is a service which the two year institution can offer to professional groups. Professionals are not necessarily interested in providing this training because of the time and expense involved. The junior college is a logical educational level for these opportunities.

2. The provision of massive programs of remediation for underprivileged minority groups who have not yet acquired the necessary academic skills. The junior college could provide for major changes among these groups.

3. The development of continuing programs, in cooperation with industry, in occupational retraining and the updating of obsolescent occupational skills. The community junior college could conceivably become the major instrumentality in fusing the worlds of education and work into a continuous interrelated activity.

4. The development of greatly broadened programs of adult education, formal and informal, to help to update the general public

to the rapidly changing social order. The tempo of social change is likely to accelerate rather than diminish; and the need for helping the general public to adapt to, a changing society will increase.[1]

III. CHARACTERISTICS OF THE STUDENTS

With the preceding development of what the junior college is all about, one may ask several questions about its students. The Junior College Student: A Research Description by Patricia Cross, describes the characteristics of the students who enter the junior college.

Measures of Ability - Junior College students achieve lower mean scores on academic ability tests than do comparably selected four-year college students. Most of the present tests are designed for measures of success in the traditional educational curriculum, and many students in an "open door" junior college are not so oriented. On the other hand, the student population of an "open door" college also includes those oriented toward traditional education who score very high on measures of academic aptitude; and there are junior colleges who student bodies score above the mean of four year college student bodies.

Influence of Environment - Parents of junior college students tend to have lower socio-economic status than parents of students entering four year institutions. This may indicate

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[1]Hauser, op. cit.

that the junior college is playing a vital role in the democratization of higher education.

A large realm of interrelated, largely socio-economic variables are components of the parental cultural-social value systems. The student's perception of the nature of the parental example and encouragement has a direct relationship to his motivation for higher education.

The Cost Factor - Students attending junior colleges say that cost and location are prime factors in their selection of a college, but few confess to major financial worries. This may be because more students are expecting to work as they move through their college education.

Goals and Aspirations - The junior college students are more interested in a practical education; they do not seek the intellectual atmosphere that has prevailed in past higher education. The students may be more uncertain about their future field of study. Their occupational and educational aspirations may not be as high as the student entering the senior institution. Nevertheless, many of the students now feel that more education could make whatever career they choose more fruitful; consequently, they are eager for guidance regarding their future endeavors.

Interests and Personality Characteristics - Since the students have more practical motivation, they are more interested in applied college curricula. Many expect their future satisfactions to come from business and financial success.

The students score lower on measures of autonomy and non-authoritarianism. They do not seem as certain about the ways they should approach a career, and hasten to find more certain paths to success and financial security.

Special Abilities - The students feel less confident in their academic abilities. The only areas in which they express confidence equal to or greater than the four year college group are the nonacademic abilities, such as menial skills, sports, cooking, serving, et cetera.[1]

IV. CONSIDERATIONS FOR POSSIBLE CHANGE

As one can very easily surmise from a review of the past few pages, the job to be done in the junior college is a complex one. The key question involved in the continuation of this phase of education is, "What can be done to assist students to learn in this very different college environment?" Many instructional considerations have to be made in answering this question. These considerations are discussed in the form of questions and answers in the remaining part of this paper.

1. How is the learner's value pattern described at this particular point in time?

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[1]K. Patricia Cross, The Junior College Student: A Research Description, Educational Testing Service in cooperation with Center for Research and Development in Higher Education and American Association of Junior Colleges, (Princeton: Educational Testing Service, 1968), pp. 47-52.

The junior college student's value pattern does not necessarily differ from other college students; however, it seems necessary, if proper instruction is to take place, to know much about the values of students. The following discussion is about the current values held by students of today.

Youth says that man has to find his place in the universe. The young college student feels that his elders will not let him find his niche. Born to a universe which was supposed to be found, they see themselves curtailed by a told universe-- a universe which relates more to someone else's experience rather than their own. Parents, churches, schools, governments, and other institutions, which their elders have devised, tell the young, what, when, where, why and how to do; and who, what, when, why, and how to be. However, today's youth are less prone than their predecessors to accept a hand-me-down culture.

The reason for the increasing restlessness of the young, at the present time, is not the result of studying physics or culture. The fundamental humanity in their nature is asserting itself against the increasingly impersonal and dehumanizing forces of a rigid bureaucratized, routinized, clock-like technological society.[1]

The new consciousness, demanded by youth, says that there is no prime cause and destined end, and, probably, no fundamental symmetry of nature. Each person's time and viewpoint varies; the

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[1]Noel McInnis, "Lamps to be Lighted: Some Curricular Implications of the Generation Gap," (based on a speech given at Kalamazoo College, July 25, 1968, Center for Curriculum Design, Evanston, Illinois), p. 3. (Mimeographed.)

only reality is the confluence of events at a particular place and time. The rational man concept has died; the existentialist has revived man, the whole, head-to-foot man, sometimes rational, sometimes absurd man, living, hating, selfish, and selfless. Someone laid man bare and launched him without goals or reason into a world of chance and flux. The existentialist served to help reintegrate the whole man, detach his vision from some far-off goal and expectations, and put him down in the middle of his own mix.[1]

2. With the above description of the values present day students hold, who at the junior college should be responsible for developing the learning atmosphere?

In view of this changed and changing society, it is apparent that drastic educational reform is needed. If the proper instructional program is developed for today's student in the junior college setting, there must be a concerted effort on the part of students, faculty and administration. For some time, a false dichotomy has existed between faculty and administration with students uninvolved in the occasional struggle that the dichotomy produced. A trichotomy is now developing; this phenomenon includes confrontations between and among students, faculty, and administrators.

For some reason, there seems to be a feeling among faculty and students that if the administration gets any power, the power will reduce the influence of one or both of the other groups.

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[1]"The Architect's Third Millennium," AAUW Journal, Vol. 62, No. 1 (October, 1968), p. 26.

Dr. Dykes suggested that this perception is both invalid and seriously misleading. It is possible for the power of the students, faculty, and administration to increase at the same time. Any increase in administrative power which improves the efficiency and effectiveness of the total organization can improve the power of students and faculty, since the total power is increased. Conversely, the loss of power for the administration jeopardizes the student's and faculty's autonomy and reduces their power.[1] For example, the centralization of certain business and ancillary functions may strengthen the administration, but, simultaneously, may enable students and faculty to exercise greater control because the policies governing the operation of a centralized function can be more effectively influenced than can those of a decentralized function.

New perspectives about students-faculty-administrative relationships, therefore, seem long overdue. A clear trichotomy among student power, faculty power, and administrative power does not exist, as attractive as it may sound. Rather, these powers are fused, and each depends on the other. So long as these groups see each other as adversaries competing for power and influence, no group will have the strength to implement the change, desired by the other groups, to improve the learning process.[2]

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[1]Archie R. Dykes, Faculty Participation in Academic Decision Making, (Washington: American Council on Education, 1968), pp. 38-42.

[2]Ibid.

3. What elements should be considered in today's junior college instructional program?

Assuming that instructional reform is desirable and that the junior college is the most likely instrument to effect it, at the onset of this discussion, two things have to be said about the organization of instructional programs. First, at this point in history, the program must contain some traditional components and must be sufficiently structured to be well disciplined, while being flexible enough to allow new things to go on. While the wholly traditional programs are currently viewed as failing, some junior colleges have failed with "all new" instructional programs.

Second, the educational process has to be operated in a businesslike, effective manner, although educators must remember that the end product is much different from that of a business operation. The high cost of educating an ever-increasing number of students requires careful budgeting and puts a premium on efficiency of operation.

Today, the prime feature of the junior college movement is superior teaching, but students are demanding a less traditional kind of teaching; they demand increased relevance. Noel McInnis points out that experienced-centered learning is the norm in all other aspects of life but in formal education.[1] We must develop programs which permit students to assimilate our data through experiences.

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[1]Noel McInnis, "Students Are A Like Lot People: A Plea For Damaged Children," (speech delivered to the faculty of El Centro Junior College, Dallas, Texas, October 26, 1967), pp. 6-11. (Mimeographed.)

McInnis notes that any program which permits experimental learning must contain four essentials:

a. The overall objective of teaching must be the facilitation of behavioral change,
b. The structure of curricula formats must allow data to be confronted in wholes rather than in parts.
c. Dialogue has to be part of the instructional process.
d. Positive student attitudes toward self must be re-enforced and reintroduced in the case of the damaged student.[1]

Robert Theobald suggests that these essentials are being ignored today, particularly in the university. He describes the university as a giant SKINNER BOX: If you want a good job, you need good grades. If you need good grades, you need to do well on multiple choice tests . . .and his description of the "box" goes on. Theobald believes that we need to break away and attack education much differently.[2]

There are other criticisms which attack many of the traditional beliefs of educators. Stephen Shapiro criticizes traditional beliefs in "The Student and the Teach Face to Face." Students and professors do not know how to enjoy an intellectual relationship. Students are lovers, hungry for attention, for recognition, for encouragement, and confirmation. They are experimenting with roles and need models with whom to identify. The student wants to become friends with his professors.

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[1] Ibid.

[2] Robert Theobald, "The Prevailing Mindset," An Alternative Future for America, (Chicago: Swallow Press, Inc., 1968) pp. 28-32.

Junior college faculties, with teaching as their primary function, have the best opportunity to have the personal contact which will assist students to realize and refine their own resources and motivate them to reshape the world in their own image. At the same time, students must help their teachers to keep in touch with what is human in themselves and keep them from losing the faces they saw in the mirror when they were young. If the students fail to reclaim and sustain their teachers, the teachers will fail to liberate their students, and the cycle of depersonalization will be perpetuated.[1] Counseling has to be done in every situation at the junior college level.[2] With the large number of students on campuses today, every faculty member should be available to assist students. Many times an "assisting hand" from a staff member can mean the difference between success or failure for a student.

Teachers of today are not only expected to extend, coordinate, and transmit knowledge and to influence the character and values of the students, they must also be able to show how knowledge affects action, and to show what action is for by getting involved with students as people. Of course, the professor must accept responsibility for what is being taught.[3]

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[1]Stephen A. Shapiro, "The Student and the Teacher Face to Face," Motive, Vol. 28, No. 5 (February, 1968), pp. 26-33.

[2]Clyde C. Blocker and Richard C. Richardson, Jr., "Teaching and Guidance Go Together," Junior College Journal, Vol. 39, No. 3 (Washington: American Association of Junior Colleges, 1968), pp. 14-16.

[3]Shapiro, loc. cit.

At the same time, the educational pattern of the past, in which it was assumed that the old know and the young must learn, is no longer valid. The classroom lashing and bribing of today's students will not work; they want to be where the action is and part of it.[1] The "striving together" concept is definitely part of the method of sharing of knowledge.

Besides a situation where the student, faculty member, and administrator develop close relationships, certain other factors have to be considered. Bloom voiced another criticism which attacks traditional beliefs. He wrote that, perhaps, ninety percent of the students can master the subject matter, but that all students cannot master it at the same rate. The traditional organizational structures have to be altered to allow more people to learn.

Any alteration in the present structure, however, should not jeopardize the quality of instruction. The main point is that quality of instruction is considered in terms of individuals rather than random groups.

Many different approaches have to be used in the instructional program of today. Each professor will have to make many modifications in his approaches to different groups.[2] In the junior college, the focus of attention seems to favor the middle group of students. The intellectual range of students is very wide; consequently, most

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[1]Robert Theobald, "Education for a New Time," An Alternative Future For America, (Chicago: Swallow Press, Inc., 1968), pp. 150-164.

[2]Benjamin S. Bloom, "Learning for Mastery," UCLA Evaluation Comment, Vol. 1, No. 2 (May, 1968).

teachers find themselves teaching toward the average student. The masterful teacher must use every instructional technique to facilitate the learning for every individual within the group.

Maybe, we should forget grades. Churchman challenged everyone in a recent article, "Humanizing Education." He feels that required courses should be out, the distinction between teacher and student should be dropped, and student and teacher could possibly grade each other after they have learned together.[1]

For years, learning theorists have examined how people learn. No theory has completely identified the best approach to learning; however, it appears that the junior college instructional person needs to be completely familiar with many theories of learning. The professor, as the catalyst, may find it necessary to utilize several avenues to learning within the same class.

Furthermore, formal education can no longer be confined to a closed classroom with one teacher and thirty students. The classroom should be expanded to unlimited boundaries. For effective learning to occur in this perspective, the facilitator of learning must develop strategies for learning which will be different from any teaching done in the past.

4. What is the direction of the junior college organizational structure for the future?

There is distinct movement by colleges and universities toward better business managed operations. The junior college, with

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[1]C. West Churchman, "Humanizing Education," The Center Magazine, Vol. 1, No. 7 (November, 1968), pp. 90-93.

its fast surge toward a prominent place in higher education, is no exception. The business stance taken by college administrators is necessitated by the pressures from increased enrollments and unit costs, the demands for new buildings and equipment, the expanding volume of scholarship and loan funds, and the growing variety of educational enterprises, and the increasing involvement with the community.[1]

Dilly wrote that the educational institution cannot possibly do everything that is to be done, but it does have an obligation to itself and its contributors to:

a. Develop carefully its notion of itself.

b. Decide what part it is to play in the total educational effort of the nation, region, and state.

c. Decide what quality and variety of educational programs it is to sponsor.

d. Decide which among its existing activities it will augment, diminish, or do away with entirely.

Every institution faces constraints upon its development. The college is better off imposing its own decisions about how it is to develop within those constraints rather than allowing external agencies and forces to determine its future.[2]

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[1]"Restructuring? Start with Your Organizational Chart," College Management, Vol. 3, No. 11 (November, 1968), p. 11.

[2]Frank B. Dilly, "Program Budgeting in the University Setting," Educational Record, Vol. 47, No. 3 (Washington: American Council on Education, 1966).

The influx of students has administrators in a position which does not allow them to plan as they should for the total instructional program. Many times they find themselves dealing with emergency matters. As a result, three, five or ten year student-faculty-administrator planning is neglected. This process is degenerative; the more time a person spends on short range problems, the less time he spends on planning, and, the less time he spends on planning, the more emergencies he has.[1]

To make planning better, the administrator must be sure that management systems are developed. The system developed should cover the entire range of college activities, whereas management systems of the past have dealt almost exclusively with financial matters. Also, the data from the system has to give a clear picture of the total present activity as well as a past history; and the system needs to present a picture in terms of many measures.

A properly designed management information system should provide early warnings about future events of consequence. The leadership can get more meaningful information, their vision will improve, and the decisions should be correct more often. A system which will allow the top administrator to have a regular review of the college's operation in a concise format seems to be imperative if instructional programs are to be improved in the junior college.

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[1]Zenon S. Zannetos, "New Directions for Management Information Systems," Technology Review, Vol. 71, No. 1 (October/November, 1968), pp. 34-39.

The reports will allow him to pinpoint potential trouble spots and will give information as to whether or not programs are going according to plan.[1]

Administrators feel that, with such management information systems, much more time can be given to the important academic ideas on the campus; however, students and faculty are reluctant to accept the drastic change which they believe this type of approach will cause. These anxieties must be removed; the massive job of higher education in the future must get assistance from every source. Management systems can give all segments of the college community more information upon which to base better decisions.

Planning is one of the important aspects of Management Programs. In order to allow for all kinds of planning to be on-going, the following should be considered:

1. A broader definition of planning has to be adopted by students, faculty, and administrators so that qualitative, goal oriented issues become the first order of business, followed closely by, and integrated systematically, with physical, fiscal, and demographic factors of institutional expansion.

2. Organizational and professional recognition and encouragement have to be given to faculty and students for their participation.

3. Planning has to become a more central and effective instrument for change within higher education.[2]

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[1]Leo L. Kornfeld and John C. Todd, Jr., "Information Systems: Keeping Management's Eye on College Operations," College and University Business, Vol. 45, No. 5 (November, 1968), pp. 57-58.

[2]"Qualitative Planning: Beyond the Numbers Game," The Research Reporter, Vol. 3, No. 2 (1968), p. 4.

Since change is inevitable, Judson suggests that eight characteristics of any change and its organizational context are likely to have a profound effect on irrational feelings and can be influenced by management:

1. Compulsion through the use of authority inevitably increases frustrations, because of additional pressures, because of increasing limitations of freedom to act, and because out of compulsion comes an increased feeling of dependency-- one feels himself to be at the other's mercy.
2. The success of persuasion is a key variable, and this in turn depends on the extent to which the rewards offered are relevant to and counterbalance and outweigh the basis for resistance.
3. The fears of change are often based on fears for security: redundancy or inadequacy.
4. There is a direct relationship between resistance to a change and an understanding of it on the part of those involved. Everyone concerned should develop as full an understanding as possible. In this connection it is worth noting that many normal communication channels are themselves impaired during change. Although every medium of communication should be used, face-to-face discussion is by far the most effective means.
5. Resistance varies inversely with the length of time between the announcement of a change and its initiation. The extra time gives a chance for those involved to accommodate themselves and to understand what is happening. On the other hand, resistance varies directly with the length of time it takes for the change to be realized, once begun. Also, timing with respect to other relevant events can be of critical importance.
6. The more there is personal involvement in decision-making, the less resistance there is to following the decisions. Interest in the work is heightened, perceptions are altered and a sense of personal responsibility and commitment is developed. But the success of the involvement depends upon the desire for participation and the assurance of management and supervisory sincerity and openness to ideas other than their own.
7. Any change can imply criticism, and criticism leads to resistance. Careful accommodation to past traditions and practices is a good neutralizer.

8. Rigid implementation of change, without allowances for modifications in methods or results, inevitably produces resistance. Management should be clear about aims and expectations while retaining flexibility about the means for accomplishment. The use of trial periods or groups can be helpful.[1]

V. CONCLUSION

In this era, when many students, faculty, and administrators are feeling insecure about their stays on the contemporary campus, it behooves the responsible citizenry, on and off campus, to demand that the educational process continue in an orderly fashion. This is a period of abrupt and even violent change, when all institutions are buffeted by widely fluctuating gusts of opinion. Decisions cannot be made effectively without the fullest understanding of the environment in which the higher education function is operating.[2]

Certainly, the junior college is not exempt from the pressures of today's world. Anxieties are reflected more each day on the two-year campus. A concern of many people, including students, faculty, and administrators is, "What is the junior college all about?" Much should be done to answer this question because the answers are paramount in making this level of education professional. This paper endeavors to review some of the most important facets of the junior college. It also strives to cluster these elements into one

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[1]Arnold S. Judson, "How I Stopped Worrying and Learned to Live with Irrationality," Technology Review, Vol. 7, No. 1 (October/November, 1967), p. 43.

[2]"Public Relations, Alerting Top Brass," Saturday Review, Vol. LI, No. 32, October 10, 1968, p. 59.

informative document. This kind of information seems very important for any employee coming into this field of work.

Today's educational task is monumental. Nicholas H. Chaney wrote, "No two snowflakes are alike, and yet all snowflakes are beautiful. Every human being is capable of great beauty, and life is a continuing kaleidoscope of human potential-- with man the creator."[1]

If the junior college is to help man create the environment which enables each individual to realize his potential, then, every person must be involved in making the learning process successful. If we are to do the massive job ahead, it will take every individual, at maximum capacity, to accomplish it.

The junior college-- a new kind of educational institution-- has been born. But, as Hallock Hoffman asks, "Is there life after birth?"[2]

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[1]Nicholas H. Chaney, "On Creativity," Psychology Today, Vol. 2, No. 7 (December, 1968), p. 5.

[2]Hallock Hoffman, "Is There Life After Birth," Center Magazine, I (July, 1968), pp. 82-85.

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